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Evaluating Teaching Episodes.
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Brigham Young University's Concept Teaching Evaluation Form can be used by the teacher himself, a supervising teacher, and a peer group in a special time allotment for evaluating microteaching sessions. The form checks the presence of standards of teacher behaviors which promote student learning: that the specific concept taught is obvious and matches that learned by the students; that an example of the concept is given; that higher cognitive thinking is induced in the students and associated with learning activities; that active involvement by students in the classroom takes place; that effective evaluation and assessment of student learning by the teacher occurs; and that a real interest in teaching coupled with an effective manner of presentation of the subject matter is shown by the teacher. Through self-evaluation against these standards, teachers will be able to change behaviors for more effective teaching. (SM)

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EVALUATING TEACHING EPISODES

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The process of comparing teacher performance against a standard is called EVALUATION.

The Evaluation Guide

In order to be able to recognize strengths and weaknesses, some kind of a guide is needed, a standard of measurement. In gross terms what do we measure? We measure the way the teacher speaks, looks, reacts to his students. . . in short, we evaluate the teacher's behavior. At BYU our guide, or standard of measurement, specifies certain teacher behaviors that we believe are desirable . . .behaviors that seem to promote learning . . . behaviors that are often identified with the successful teacher.

The Concept Teaching Evaluation Form reproduced in Figure 1 lists several items frequently associated with good teaching.

1. The concept of the lesson receives attention in number seven. In a seven minute period the concept taught will be limited, but it can be definite. After the lesson a teacher should be able to state the central idea of the lesson. The evaluator will want to know what the teacher intended that the pupils learn. If we can match what the student learned with what the teacher wanted him to learn the teacher will have been effective in his communication.

2. An evaluator could next look for CONTACT WITH THE REFERENT, number 2. The referent is the thing to which the concept statement refers. It may be a physical object, and event, a behavior, or a process. We want the pupils to feel, see, hear, or in some way come in sensory contact with the referent itself. Obviously however a teacher cannot always provide the real referent. (If the concept is about nations in Latin America, it is not generally practical to take the students to the countries; but it is possible to show a map

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Concept Teaching Evaluation Form

_____ Oral

_____ Non-oral

Evaluator _____

Date _____

Observation of _____
(Name of Teacher)

	UNABLE TO OBSERVE	NOT ACHIEVED	BELOW AVERAGE	AVERAGE	STRONG	SUPERIOR
1. LEARNING SEQUENCE: Micro-teacher moves students through the learning sequence, i.e., perception (See #2 below) → conceptualization → application. Comment:	0	1	2	3	4	5
2. CONTACT WITH REFERENT: Learners are provided with sensory contact with the concept referent or with an appropriate vicarious experience (may include storytelling and role playing). Comment:	0	1	2	3	4	5
3. INVOLVEMENT OF LEARNERS: Micro-teacher involves students in various ways to help them learn. For example: asks questions, has students examine realia, provokes discussion, etc. Comment:	0	1	2	3	4	5
4. MANNER OF PRESENTATION AND CLASSROOM BEARING: Voice and diction are pleasing; poise and confidence are exhibited; eye contact maintained; maintenance of composure when special situations arise. Comment:	0	1	2	3	4	5
5. EVALUATION OF PUPIL LEARNING: Micro-teacher assesses pupil learning in terms of observable behavior. Comment:	0	1	2	3	4	5

6. CONCEPT: Without asking the micro-teacher, write the main concept of the lesson:

7. COGNITIVE LEVEL: Were you caused to think about the concept above the lowest cognitive level? Yes___ No___. What did the teacher do to cause this behavior?

or a film, or pictures.) Sometimes a word picture or a story will have to do. The important thing is that the teacher provide the learners with some form of contact with the referent either direct or vicarious through an audio-visual representation of the referent.

3. In the teaching sequence for concept learning we identify three major elements: (1) the manner in which the referent is shown, (2) the way learners are caused to think about the concept, and (3) learning activities to help the students apply the concept learned.

4. Another characteristic frequently associated with efficient learning is pupil involvement. The effective teacher usually is not satisfied with flooding the atmosphere with teacher talk. In evaluating a teaching episode we ask, "Did the students ask questions of the teacher or of other students? Did the teacher ask high cognitive level questions? Did the learners manipulate, or test, or inquire about, or challenge objects, apparatus, or ideas? Did they in fact become involved actively in the lesson?"

5. Evaluation keeps the teacher from losing sight of his target in teaching. All of his planning and effort in presentation is aimed at a behavioral change in the pupil.

The teacher should design a way of determining whether the lesson was understood by the learner. The teacher should do more than guess from the expression on the pupils' faces. He should have some observable evidence through the pupils' behavior that they have learned the concept that he intended to teach. We look for this evaluation activity, and we note with the teacher how well his students have done.

6. As we observe, we look to see if the teacher likes what he is doing. If he is intensely interested in his job, the students will catch his enthusiasm. The teacher's manner and bearing serve as a vehicle to carry the lesson

forward. Awkward movements and tired words can block learning. Did the teacher communicate with his eyes? How well did the teacher use non-verbal cues and voice inflection? Was he poised? We note these observations under number four.

Examining with the teacher these six components of the act of teaching assists us to help him change his behavior.

Evaluators

The most important member of the evaluation team is the teacher. The ultimate objective of evaluating teaching episodes is to prepare the teacher to evaluate his own teaching performance, every day, with continuous improvement as the goal.

The supervising teacher, another member of the team, should be an experienced, professional teacher.

In micro-teaching at BYU a third part of the evaluation team is a group of the teacher's peers, who can assist with the evaluation. (often, in what is sometimes called "peer teaching," they are used as the learners in a micro-teaching episode.) Evaluating teaching episodes has great potential for in-service teachers, too. In their case, other teachers in the same school could form this third part of the evaluation team.

The fourth member of the team is the video recording equipment: . . .the television camera, video-tape recorder, and the monitor for playback. It is one thing to be told how you teach, and another to see yourself.

Evaluating A Teaching Episode

In micro-teaching experiences at BYU the teacher is given seven minutes to help his students learn a single concept or idea. While the lesson is being taught supervisor and others who may be observing take notes to aid them in their evaluation.

Evaluating teaching takes time. Where a TV playback is involved at least a half hour is needed to do an adequate job. Three-quarters of an hour allows for more active discussion, and time for the supervisor to give an example of desired behavior, or perhaps show a short filmed teaching sequence modeling the desired behavior. If the teacher is to get maximum benefit from the teaching experience, time must be alloted to do the job.

This method has proven effective at BYU. The teacher as the principle evaluator is actively involved in the assessment of his strengths and weaknesses, as is the supervisor and the teacher's peers. Two elements which can be varied to suit the occasion are shown in Figure 2. First: the person who evaluates. This person could be the supervisor, the peer group, the teacher, or any combination of these. Second: The point in time at which evaluation is to be done. Experimentation will tell you which is best for your purposes. Comments can be made by evaluators before, during, or after the video-tape playback. We frequently employ all members of the team before, during, or after the playback . . . increasingly putting more responsibility on the teacher as he is able to accept this responsibility. Our goal is to prepare each teacher to evaluate his own teaching and then to change his behavior to more nearly match a self-established standard for excellent teaching.

In summary, then, evaluation of teaching episodes involves:

1. a teaching behavior to be exhibited by a teacher within a small segment of time.
2. an evaluation of the performance against stated objectives. . .(by the evaluation team.)

Our experience indicates that the use of standards by an evaluation team can bring about a change in teacher behavior. There are many questions yet unanswered which present and projected research will help to clarify. In the meantime, we believe that this plan of evaluation will serve to strengthen any teacher who is

willing to take the time and make the effort.

Elements of Teaching Evaluation

WHO	Supervisor	Class	Student Teacher
HOW	Alone	Student & Supervisor	Student Supervisor Class
WHEN	Before	During	After

FIGURE 2